

Southern University at Shreveport, Louisiana

Role, Scope and Mission

Program Authorization: Southern University at Shreveport, Louisiana (SUSLA) .

Role, Scope, and Mission Statement: Southern University at Shreveport, Louisiana (SUSLA) primarily serves the Shreveport/Bossier City metropolitan area. SUSLA serves the educational needs of this population primarily through a select number of associates degree and certificate programs. These programs are designed for a number of purposes; for students who plan to transfer to a four-year institution to pursue further academic training, for students wishing to enter the workforce and for employees desiring additional training and/or retraining.

The institution will work closely with high schools in its region by establishing dual enrollment opportunities that would increase the upward mobility of area students. Public service activities will emphasize the needs of the institution's region and help raise the level of education as well as the quality of life for citizens of the Shreveport/Bossier City area in particular, and the citizens of Northwest Louisiana in general.

SUSLA is located in Region VII and is categorized as a Southern Regional Educational Board (SREB) Two-Year I Institution and as a Carnegie Associate College. SUSLA will provide both associate and certificate programs as well as comprehensive development education services. SUSLA will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions.

The goals of the Southern University at Shreveport are:

1. To increase opportunities for student access and success.
2. To ensure quality and accountability.
3. To enhance services to communities and state.

OBJECTIVES AND PERFORMANCE INDICATORS

Unless otherwise indicated, all objectives are to be accomplished during or by the end of FY 2002-2003. Performance indicators are made up of two parts: name and value. The indicator name describes what is being measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicators are shown for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year of the budget document.

DEPARTMENT ID: 19A - Southern University Board of Supervisors
 AGENCY ID: 19A-618 Southern University at Shreveport
 PROGRAM ID: Program A: Southern University at Shreveport

1. (KEY) To increase Fall headcount enrollment at SUSLA by 22% of baseline 1,176 in Fall 2000 to 1,435 by Fall 2002.

Strategic Link: Goal I Objective I.1: To increase enrollment at SUSLA by 15% over baseline of 1,176 in Fall 2000 to 1,352 by Fall 2005.

Louisiana: Vision 2020 Link: Objective 1.1 To involve every citizen in the process of lifelong learning.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change in the Fall headcount enrollment over baseline year Fall 2000 headcount enrollment	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	22%	22%
S	Fall headcount enrollment	Not applicable ¹	1,176	Not applicable ¹	1,445 ²	1,435	1,435

¹ This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

² Although this performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; SUSLA reports this is the actual performance value for this performance indicator during FY 2001-2002.

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2. (KEY) To increase minority Fall headcount enrollment at SUSLA by 22% of baseline of 1,058 in Fall 2000 to 1,291 by Fall 2002.

Strategic Link: Goal I Objective I.2: Increase minority enrollment at SUSLA, especially under-represented and low-income students, by 15% over baseline of 1,058 in Fall 2000, to 1,217 by Fall 2005.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

Explanatory Note: The term "minority" includes all racial categories with the exception of White Non-Hispanic. The racial categories are defined by the United States Department of Education and include the following: Asian or Pacific Islander, American Indian or Alaskan Native, Black Non-Hispanic, Hispanic and Others/Race unknown.

Background Note: Louisiana's minorities continue to be under-represented in postsecondary education. Louisiana's institutions will continue to implement strategies to recruit additional minorities into the system and design additional programs to increase retention of all students.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change in minority Fall headcount enrollment from baseline year Fall 2000 headcount enrollment	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	22%	22%
K	Fall minority headcount enrollment ²	Not applicable ¹	1,058	Not applicable ¹	1,298 ³	1,291	1,291
S	Change in Fall minority headcount enrollment	Not applicable ¹	(162)	Not applicable ¹	240 ³	233	233

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

² Enrollment is expected to increase due to: (1) increases recruitment efforts, (2) establishment of a new recruitment and retention office, (3) increases in marketing of programs, (4) implementation of new attractive programs, (5) dual enrollment, (6) Off-campus course offerings, (7) increase in course offerings at night and on weekends, and (8) increased unemployment in area leads to increased need for retraining.

³ Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; SUSLA reports these are actual performance values for these performance indicators during FY 2001-2002.

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3. (KEY) To increase the percentage of first-time, full-time entering freshman at SUSLA retained to second year in public postsecondary education system by 1% over the baseline retention rate of 50.7% to 51.7%.

Strategic Link: Objective I Increase the percentage of first-time, full-time freshman at SUSLA retained to the second year (in public postsecondary system) by five percentage points over the baseline retention rate of 50.7% in Fall 2000 to 55.7% by Fall 2005.

Louisiana: Vision 2020 Link: 1.6.3.: Percentage of Louisiana retention who have graduated from a four-year college or university.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in retention of first-time, full-time entering freshman to second year over Fall 2000 baseline year level	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	1%	1%
S	Number of first-time, full-time freshman retained to second year	Not applicable ¹	105	Not applicable ¹	114 ²	106	106
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable ¹	50.7%	Not applicable ¹	53.3% ²	51.7%	51.7%

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

² Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; SUSLA reports these are actual performance values for these performance indicators during FY 2001-2002.

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 PROGRAM ID: Program A: Southern University at Shreveport

4. (KEY) To increase the three-year student graduation rate over the baseline rate of 5.0% (FY 2000-2001) to 6.5% by FY 2002-2003.

Strategic Link: Goal I: Objective I.4: Increase the three-year graduation rate at SUSLA by 5 percentage points over baseline year rate of 12% in 1999-2000 to 17% by 2005-2006.

Louisiana: Vision 2020 Link: Objective 1.6.4: Percentage of Louisiana residents who have graduated from a technical or community college.

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Public Postsecondary Education*

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in three-year graduation rate over 2000-2001 baseline year level	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	1.5%	1.5%
K	Three-year graduation rate	Not applicable ¹	1.7% ²	Not applicable ¹	Not applicable	6.5%	6.5%
S	Number of first-time, full-time entering freshman at SUSLA graduating within three-years	Not applicable ¹	9	Not applicable ¹	Not applicable	9	9

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

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5. (KEY) To attain 100% accreditation of "mandatory" programs during FY 2002-2003.

Strategic Link: Objective II.1 Attain 100% accreditation of "mandatory" programs at SUSLA by in 2005-.
 Louisiana: Vision 2020 Link: Objective 1.8: To improve the efficiency and accountability of government agencies
 Children's Cabinet Link: Not applicable
 Other Link(s): *Master Plan for Public Postsecondary Education*

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage of mandatory programs accredited	Not applicable ¹	50%	Not applicable ¹	Not applicable	100%	100%
K	Number of programs for which accreditation is required by the Board of Regents that have accreditation	Not applicable ¹	5	Not applicable ¹	Not applicable	10	10

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

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6. (KEY) To increase the number of students earning an associate degrees in education by 6.7% over the 15 earned in baseline year 2000 to 16 by Spring 2003.

Strategic Link: Goal III - Enhance Service to the community and state. Objective III.1 Increase the number of student earning baccalaureate degrees in education at SUSLA by 20% from 15 in baseline year 1999-2000 to 18 by 2005-2006.

Louisiana: Vision 2020 Link: Objective 1.1- To raise levels of language and computational competencies by high school graduation.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
S	Percentage difference in the number of students earning an associate degrees in education over the Fall 2000 baseline year level	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	6.7%	6.7%
K	Number of students earning an associate degrees in education	Not applicable ¹	15	Not applicable ¹	Not applicable	16	16

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

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Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: SOUTHERN UNIVERSITY AT SHREVEPORT						
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01	ACTUAL FY 2001-02
SREB Category	¹ Two Year I	Two Year I	Two Year I	Two Year I	Two Year I	Two Year I
Admissions Criteria	² No	No	No	No	No	No
Student headcount	³ 1,274	1,342	1,399	1,324	1,184	1,445
Student full time equivalent (FTE)	⁴ 1,086	1,194	1,086	1,156	1,070	Not available ⁱ
Degrees/award conferred	⁵ 116	137	154	212	170	Not available ⁱ
State dollars per FTE	⁶ \$4,363	\$4,149	\$3,768	\$3,937	\$4,297	Not available ⁱ
Percentage of SREB benchmark	⁷ 125.7	111.7	98.1	95.3	103.2	Not available ⁱ
Undergraduate mandatory attendance fees	^{8a} 1,110	1,110	1,200	1,200	1,260	1,662
Percentage of SREB benchmark (resident)	^{8b} 104.7	100.9	105.3	103.5	100.0	Not available ⁱ
Undergraduate mandatory attendance fees	^{9a} 2,240	2,240	2,330	2,330	2,450	2,792
Percentage of SREB benchmark (nonresident)	^{9b} 57.2	57.5	51.5	52.0	54.7	Not available ⁱ
Mean ACT score	¹⁰ 14.5	14.8	14.9	14.8	15.7	Not available ⁱ
Retention of first-time freshman from previous fall (Campus level)	¹¹ 59.7	47.3	53.9	53.1	46.9	47.2
Retention of first-time freshman from previous fall (Public post-secondary system level)	¹² 64.9	51.2	63.8	59.0	50.7	53.3
Program Accreditation Rate	¹³ Not applicable ¹³	Not applicable ¹³	Not applicable ¹³	36.4	50.0	60.0
Three/six-year graduation rate	¹⁴ Not applicable ¹⁴	3.1	2.8	1.7	0.5	Not available ⁱ
Ten-year graduation rate	¹⁵ 23.5		22.8	22.1	24.2	Not available ⁱ
Number of distance learning courses	¹⁶ Not available ¹⁶	Not available ¹⁶	Not available ¹⁶	0	0	0
Number of TOPS recipients	¹⁷ Not applicable ¹⁷	Not applicable ¹⁷	9	6	0	0
ACT level of student satisfaction	¹⁸ Not applicable ¹⁸	Not applicable ¹⁸	Not applicable ¹⁸	3.90	3.87	Not available ⁱ

¹ The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Two Year 1 - Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.

² As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.

³ Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter).

⁴ Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.

⁵ Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.

⁶ State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data include library and scientific equipment funds for FY 1997-98 through 2000-01.

⁷ Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

^{8a} Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.

^{8b} Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

^{9b} Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.

¹⁰ Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.

¹¹ Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.

¹² Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall. (Does not include LTC)

¹³ The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.

¹⁴ The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs at 2-yr schools and six years for those in bachelor's degree programs at 4-yr schools. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

- ¹⁵ The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- ¹⁶ Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the fall term. No data collected in the years marked "Not Available".
- ¹⁷ The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- ¹⁸ An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- ⁱ Data available by June 30, 2002.